DOCUMENT RESUME

ED 082 386 EC 052 542

TITLE	Where Special Education Fits In.
INSTITUTION	Michigan State Dept. of Education, Lansing. Div. of Special Education.
PUB DATE	[73]
NOTE	15p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Exceptional Child Education; Handicapped Children; Program Descriptions; Regular Class Placement; *Special Classes; *State Programs; *Statistical Data
IDENTIFIERS	*Michigan

ABSTRACT

Outlined are special educational programs and supportive services provided for handicapped children in Michigan during the year 1970-1971. Included are goals for serving the estimated 12.5 0/0 of the school age population needing special services; a listing of incidence rates by handicapping condition; federal and state sources of funds; the number of educational programs by handicapping condition; a financial breakdown; and the number of professional personnel by present employment and future need. Basic educational programs are defined as primarily classroom programs for children who are too severely handicapped to benefit from a regular classroom situation and who require a special teacher and/or other supportive services. Eligibility criteria for basic educational programs are explained in terms of the following handicapping conditions: educable, trainable, and severely mentally handicapped; blind and partially sighted; deaf and hard of hearing; orthopedically handicapped: emotionally disturbed; and learning disabled. Supportive services are defined in terms of itinerant or non-classroom services for children in regular classes. The following are examples of some of the services mentioned: curriculum resource consultants; teacher counselors; school social workers; speech, physical and occupational therapists; special learning centers; and cooperative special education-vocational rehabilitation programs. Described are criteria for obtaining and federal funds for programs or professional education, and listed are the next year's goals. (MC)

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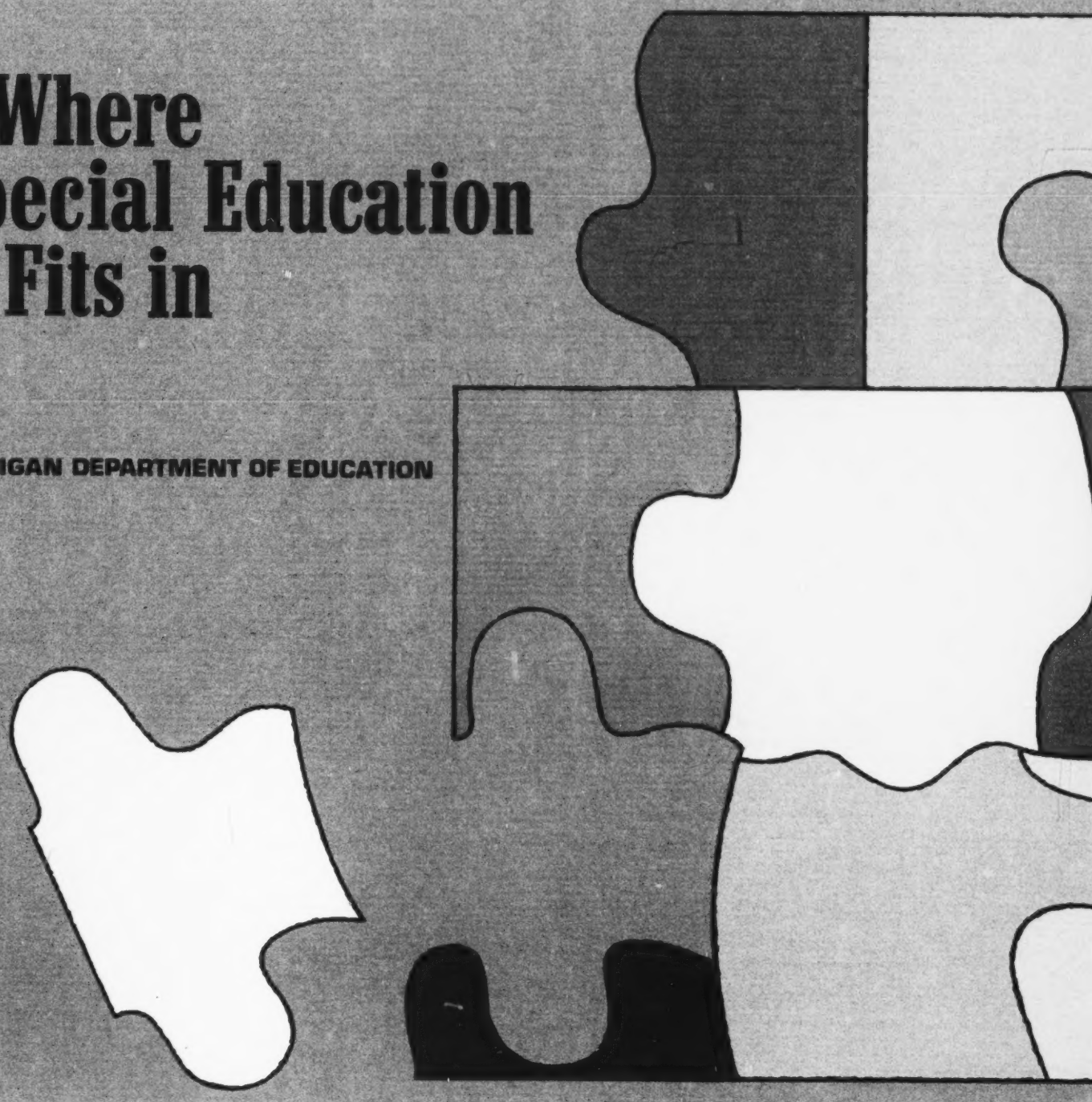
Where Special Education Fits in

MICHIGAN DEPARTMENT OF EDUCATION



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HOW DO SPECIAL EDUCATION SERVICES HELP THE HANDICAPPED?

1. Reimbursement to local and intermediate school districts of funds to assist in financing programs for the handicapped.
2. Provision of leadership for inservice training to special education personnel.
3. Guidance and funding for experimental projects to search for better ways to teach handicapped children.
4. Assistance in assessment of program needs—personnel, facilities, equipment, etc.
5. Cooperation with other agen
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3. Guidance and funding for experimental projects to search for better ways to teach handicapped children.

4. Assistance in assessment of program needs—personnel, facilities, equipment, etc.

5. Cooperation with other agencies to develop more adequate total educational programs for handicapped children and youth.

CHAPTER I – INTRODUCTION SPECIAL EDUCATION SERVICES

Purpose:

The major goals of Michigan Special Education Services encompass the needs for comprehensive and quality special education programs and services, as well as the organizational communication structure necessary for the delivery of these programs and services to Michigan's handicapped children and youth.

Services to Students:

The overall goal of the Special Education Service Area is to insure that each handicapped child in Michigan has the opportunity to develop into as self-sufficient and as contributing a member of his community as possible. Each child must be given the opportunity to develop his personal, social, and vocational skills to the fullest extent of his capabilities.

Goal 1: To provide every handicapped child in Michigan with comprehensive educational programs and services appropriate to his needs.

Goal 2: To insure quality educational programs and services for all handicapped children in Michigan.

Goal 3: To establish an organizational structure for delivery of special education programs and services.

Goal 4: To promote the understanding and acceptance of handicapped persons within the educational profession and the general public.

Population Served:

To be eligible for special education services a child must be one of the following:

1. Mentally handicapped (educable, trainable, or severely handicapped)
2. Physically handicapped (visually impaired, hearing impaired, crippled, or otherwise health impaired)
3. Emotionally disturbed
4. Multiply handicapped
5. Speech defective
6. Learning disabled
7. Perceptually handicapped

In addition, the child must be certified by the appropriate professional or agency for placement in the program most suited to his needs.

It is estimated that 12.5% of Michigan's school-age population of 3,969,000 are handicapped and in need of special education services.

Approximately 138,741 children are in state-supported special education programs. In addition, approximately 4,191 are also served through day-care (mental health) and institutional settings. The State School for the Deaf and the State School for the Blind serve approximately an additional 700 students.

Special Education Statistics

COMPARISON OF PUBLIC ACT 220 AND U.S. OFFICE OF EDUCATION INCIDENCE RATES

Disability Type	Public Act 220 Total (ages 5 - 19)	P.A. 220* Incidence Rate	U.S.O.E. Incidence Rate
Mentally Handicapped			
Educable Mentally Handicapped	51,935	.023749	.02
Trainable Mentally Handicapped	6,482	.002964	.003
Severely Mentally Handicapped	1,815	.000829	.001
Physically Handicapped			
Visually Handicapped	4,809	.002199	.001
Blind	1,237	.000565	
Partially Seeing	3,572	.001633	
Hearing Impaired	6,757	.003089	.005
Deaf	1,540	.000704	
Hard of Hearing	5,217	.002385	
Crippled and Otherwise Health Impaired	11,725	.005361	.005
Crippled	10,847	.004960	
Otherwise Health Impaired	878	.00401	
Emotionally Handicapped	32,874	.015033	.02
Emotionally Disturbed	27,927	.012770	
Socially Maladjusted	1,529	.000699	
Personal Adjustment Problems	3,418	.001563	
Multiply Handicapped	281	.000128	.0005
Deaf-Blind	23	.000010	
Blind-Mentally Handicapped	41	.000018	
Deaf-Mentally Handicapped	41	.000018	
Crippled-Mentally Handicapped	176	.000080	
Other Conditions			
Speech Defective	131,901	.060316	.035
Learning Disabled	10,146	.004639	.01
Perceptually Handicapped	15,570	.007120	
STATE TOTAL	274,304	.125437	.10035

*Based on U.S. Census Bureau estimated Michigan age 5-19 population for 1969 of 2,186,777.

Agency Resources:

Funds:

The Special Education Service Area will operate on a total budget of approximately $61,123,000 of State and Federal funds during 1971-72. In addition, local and intermediate school funds of approximately $52,222,000 are expected to be expended on programs for the handicapped.

State and Federal funds are distributed to local and intermediate districts for approved programs and personnel and for programs State operated in institutions. All phases of handicapping conditions are included.

SUMMARY OF FUNDS FOR 1972 BY SOURCE OF FUND

Estimated Expenditures for Fiscal Year 1972 By Source of Fu

Federal Sources					
Title III ESEA	Public Law (90-576 VE	Public Law 89-313 HE	Title I Public Law 89-313 GE	Part B EHA ESEA SE	Other Federal
$694,000	$1,259,000	$200,000	$2,368,000	$1,400,000	$202,00

Non-Federal Sources		
State (State Aid)	Local	Non-Public
$55,000,000	$52,222,000	--
		TOTAL

BASIC EDUCATIONAL PROGRAMS

Handicap	Number of Programs 1970-71	Fu
Educable Mentally Handicapped	2,319	
Trainable	393	
Crippled or Otherwise Health Impaired	270	
Emotionally Disturbed	282	
Severely Mentally Handicapped	215	
Visually Handicapped (Blind, partially seeing)	87	
Hearing Impaired	274	

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Federal Sources						Total
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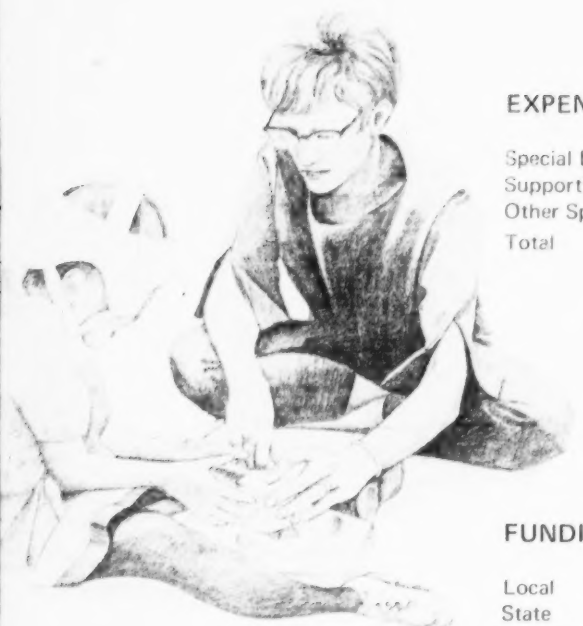
$694,000	$1,259,000	$200,000	$2,368,000	$1,400,000	$202,000	$ 6,123,000
Non-Federal Sources						
State (State Aid)		Local		Non-Public		
$55,000,000		$52,222,000		--		$107,222,000
				TOTAL		$113,345,000

BASIC EDUCATIONAL PROGRAMS

Handicap	Number of Programs 1970-71	Full Service Objective
Educable Mentally Handicapped	2,319	3,110
Trainable	393	416
Crippled or Otherwise Health Impaired	270	311
Emotionally Disturbed	282	1,552
Severely Mentally Handicapped	215	598
Visually Handicapped (Blind, partially seeing)	87	116
Hearing Impaired	274	583

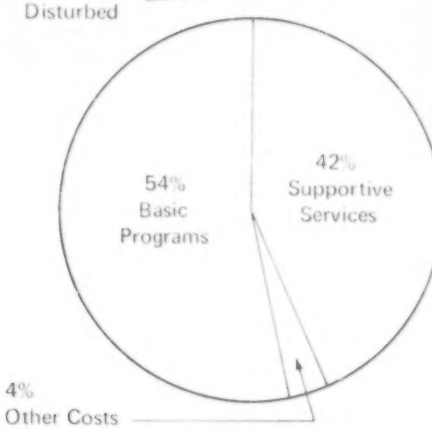
WHERE THE SPECIAL EDUCATION DOLLAR GOES

Mentally Handicapped	$ 48,738,345
Emotionally Disturbed	6,800,699
Physically Handicapped	30,603,147
Other Services	27,202,797
Total	$113,344,988



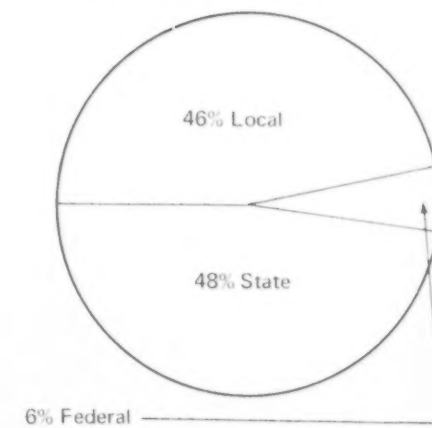
EXPENDITURES

Special Education Basic Programs	$ 62,430,426
Supportive Services	48,556,988
Other Special Education Costs	2,357,576
Total	$113,344,990



FUNDING SOURCE

Local	$ 52,222,000 (approx.)
State	55,000,000
Federal	6,123,000
Total	$113,345,000



Manpower:

Nine consultants and two supervisors, under the direction of the director of Special Education Services, provide assistance to Michigan on the various educational needs of the handicapped.

The consultant role in twofold - regulatory and consultive. Inservice, program planning, evaluation, certification, financial recommendations, and general leadership are some of the services available from the Special Education Services staff.

SUPPORTIVE SERVICES

	Actual Number of Personnel (1970-71)	Full Service Objective
Directors	111	100
Supervisors	60	300
Teacher Counselors of the Deaf and Hard of Hearing	35	518
Teacher Counselors of the Physically Handicapped	60	389
Teacher Counselors of the Visually Handicapped	28	155
Teachers of the Homebound, Hospitalized	170	194
Teacher Counselors of the Mentally Handicapped	177	1,040
Teacher Counselors of the Emotionally Disturbed	118	2,056
School Social Workers	655	1,244
Physical Therapists	52	205
Speech Correctionists	1,049	1,555

CHAPTER II – SPECIAL EDUCATION BASIC EDUCATIONAL PROGRAMS

Basic educational programs for handicapped children are defined as primarily classroom programs for those children who are so handicapped that they cannot benefit from a regular classroom, even with supportive services. These basic classroom programs would include not only a specially-trained teacher, but also whatever supportive services are needed to maintain the handicapped children in the special class program.

A. MENTALLY HANDICAPPED

Educable Mentally Handicapped:

A pupil shall be considered enrolled as a member of the program under this act, as determined through adequate diagnostic study, if (a) he is mentally handicapped and potentially socially competent, (b) he is mentally handicapped but prognosis is such that he may appear neither academically educable nor potentially socially competent but who may, with training, become at least partially self-supporting. Excluded under this act is the pupil who is intellectually able, but who is not making satisfactory progress and adjustment.

The needs for basic classroom programs for educable mentally handicapped are based on the following population estimates, incidence rates, and professional personnel–student ratio.

Age Group	Population	Incidence Rate	Estimated Client Population	Professional Personnel-Student Ratio
0-4	969,000	.0075	7,267	1:15
5-19	2,500,000	.015	37,500	1:15
20-25	500,000	.00075	375	1:15

Trainable Mentally Handicapped

A non-educable but trainable mentally handicapped child is an individual, as determined through diagnostic study who:

1. Is developing at approximately the rate of 1/3 of the normal intellectual development and whose intelligence quotient is approximately between 30 and 50, as determined by individual standardized intelligencettests; and
2. Has potential for self-care, social adjustment to home and neighborhood and for supervised economic usefulness in the home or in a sheltered work situation within the community.

The needs for basic classroom programs for trainable mentally handicapped are based on the following population estimates, incidence rates, and professional personnel-student ratio.

Age Group	Population	Incidence Rate	Estimated Client Population	Professional Personnel-Student Ratio
0-4	969,000	.0015	1,453	1:15
5-19	2,500,000	.003	7,500	1:15
20-25	500,000	.003	1,500	1:15

Severely Mentally Handicapped

To be considered severely mentally handicapped, a child should meet the following criteria:

1. Have less than a 30 I.Q. on an individual intelligence test.
2. Lack the ability for a trainable program.
3. Have potential for learning basic self-care and communication skills.

Needs for basic classroom programs for severely mentally handicapped may be based on the following population estimates, incidence rates, and professional personnel-student ratio.

Age Group	Population
0-4	969,000
5-19	2,600,000
20-25	500,000

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Age Group	Population
0-4	969,000
5-19	2,500,000
20-25	500,000

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20-25	500,000	.003	1,500	1:15

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3. Have potential for learning basic self-care and communication skills.

Needs for basic classroom programs for severely mentally handicapped may be based on the following population estimates, incidence rates, and professional personnel-student ratio.

Age Group	Population	Incidence Ratio	Estimated Client Population	Professional Personnel-Student Ratio
0-4	969,000	.0005	484	1:6
5-19	2,600,000	.001	2,600	1:6
20-25	500,000	.001	500	1:6

B. PHYSICALLY HANDICAPPED

Visually Handicapped (Blind and Partially Seeing)

Visually handicapped persons are traditionally and legally defined, according to medical diagnoses, as follows:

1. Blind persons are those having a central visual acuity of 20/200 or less in the better eye, after correction, or a peripheral field so restricted that the widest diameter of such field subtends an angular distance no greater than 20 degrees.
2. Partially seeing persons are those persons with a central visual acuity between 20/70 and 20/200 in the better eye after correction.

Needs for basic classroom programs for visually handicapped are based on the following population estimates, incidence rates, and professional personnel-student ratio

Age Group	Population	Incidence Rate	Estimated Client Population	Professional Personnel-Student Ratio
0-4	969,000	.00015	145	1:8
5-19	2,500,000	.0003	750	1:8
20-25	500,000	.000015	7	1:8

Role of the Michigan School for the Blind

The basic assumptions underlying the role of the Michigan School for the Blind in providing comprehensive K-12 education and related services for the

visually handicapped children of Michigan are as follows:

1. The programs and services of the school are a part of the total range of comprehensive educational programs and services available to Michigan's visually handicapped children.
2. The School for the Blind, as a part of the Michigan Department of Education, works closely with the Special Education Services Area within its framework in the State plan for the education of the visually handicapped as it carries out the legal responsibility with which it is charged.
3. The School for the Blind is legally charged with the responsibility for providing elementary and secondary education for all visually handicapped children who can be brought to the point of demonstrating a capacity for useful learning and who cannot be satisfactorily educated in their local schools because of a lack of program base, lack of trained staff, lack of adaptive equipment, need for resident controls, or for other good reason.
4. As a State school, its facilities, staff, and services should be resources for the extension and improvement of educational opportunity. Visually handicapped children, their parents, colleagues in special education, the Special Education Services Area, local school districts, and higher education should expect the School for the Blind to be helpful in every appropriate way.

Hearing Impaired (Deaf and Hard of Hearing)

In defining hearing impairment which is educationally significant, not only audiometric tests results, but also other factors must be considered as follows:

1. Age at onset of deafness;
2. Language development, if any;
3. General health status of child;
4. Special and emotional adjustment;
5. Intellectual abilities;
6. Academic status;
7. Home, school, and community understanding;
8. Preparation and experience of child's teacher.

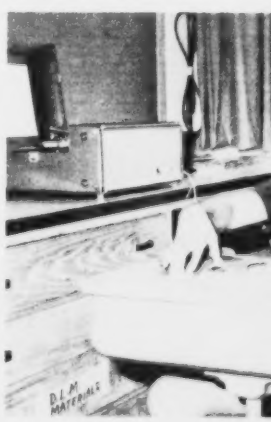
Needs for basic classroom programs for hearing impaired are based on the following population estimat estimates, incidence rates, and professional personnel-student ratio.

Age Group	Population	Incidence Rate	Estimated Client Population	Professional Personnel-Student Ratio
0-4	969,000	.00075	726	1:8
5-19	2,500,000	.0015	3,750	1:8
20-25	500,000	.000075	37	1:8

Role of the Michigan School for the Deaf

The basic assumptions underlying the role of the Michigan School for the Deaf in providing comprehensive educational programs and services for the auditorily handicapped children of Michigan are as follows:

1. The programs and services provided at the Michigan School for the Deaf in Flint are a part of the total range of comprehensive programs and services available to Michigan's auditorily-impaired children.
2. Every child is entitled to a free public education and should not be required to leave his home and community in order to exercise this right. Therefore, programs and services appropriate to meet the needs of vevery auditorily-handicapped child should be provided by the local or intermediate education agency whenever feasible.



In regard to these basic assumptions, it is recognized that there will always be a need to operate a State school for the deaf. However, due to the changing nature of the population of deaf children and the growth of local and intermediate (regional) programs and services the role of the State school must change.

The full-time residential population of the Michigan School for the Deaf will decrease as the number of comprehensive local and intermediate (regional) programs and services increases. However, there is an increasing number of multiply-handicapped

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In regard to these basic assumptions, it is recognized that there will always be a need to operate a State school for the deaf. However, due to the changing nature of the population of deaf children and the growth of local and intermediate (regional) programs and services the role of the State school must change.

The full-time residential population of the Michigan School for the Deaf will decrease as the number of comprehensive local and intermediate (regional) programs and services increases. However, there is an increasing number of multiply-handicapped

deaf children who will need a total residential care and educational program. In addition, there will continue to be a few deaf students who, because of living in extremely isolated areas or because of unsatisfactory home conditions, would be appropriately served at the State school.

Although there will be a decrease in the number of long-term residential students at the Michigan School for the Deaf, there should be an increase of short-term or temporary students who attend the school to receive highly specialized services which are not available through the local and/or intermediate school districts.

Crippled and Otherwise Health Impaired

The orthopedic, or traditional "crippled", child is one who is defective in bone, joint, or muscle to the extent that he requires special services in order that he may develop to the limit of his mental, social or physical potentials. Such a child may be significantly handicapped by cerebral palsy, muscular dystrophy, spina bifida, an impaired heart, epilepsy, trauma, or a physical anomaly, etc.

Needs for basic classroom programs for crippled and otherwise health impaired are based on the following population estimates, incidence rates, and professional personnel-student ratio.

Age Group	Population	Incidence Rate	Estimated Client Population	Professional Personnel-Student Ratio
0-4	969,000	0025	2,422	1:15
5-19	2,500,000	.005	12,500	1:15
20-25	500,000	.00025	125	1:15

Emotionally Disturbed

An emotionally disturbed child who is found to be emotionally disturbed through a complete medical diagnostic evaluation and:

1. Whose emotional disturbance appears to cause an education deficit; and/or
2. Is so disruptive within the regular education classroom that intensive education and therapeutic services are needed to assist in the reduction of disruptive behavior; and/or
3. The child has a serious pathology not exhibited by disruptive behavior (withdrawn, poor socialization patterns).

Needs for basic classroom programs for emotionally disturbed are based on the following population estimates, incidence rates, and professional personnel-student ratio.

Age Group	Population	Incidence Rate	Estimated Client Population	Professional Personnel-Student Ratio
0-4	969,000	.0025	2,422	1:10
5-19	2,500,000	.005	12,500	1:10
20-25	500,000	.00025	125	1:10

Learning Disabilities

Learning disabilities are now defined in Federal legislation. Public Law 91-230, dated April 13, 1970, states:

"The term 'children with specific learning disabilities' means those children who have a dis-

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An emotionally disturbed child who is found to be emotionally disturbed through a complete medical diagnostic evaluation and:

1. Whose emotional disturbance appears to cause an education deficit; and/or
2. Is so disruptive within the regular education classroom that intensive education and therapeutic services are needed to assist in the reduction of disruptive behavior; and/or
3. The child has a serious pathology not exhibited by disruptive behavior (withdrawn, poor socialization patterns).

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Learning disabilities are now defined in Federal legislation. Public Law 91-230, dated April 13, 1970, states:

"The term 'children with specific learning disabilities' means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or emotional disturbance, or of environmental disadvantage."

CHAPTER III – SPECIAL EDUCATION SUPPORTIVE SERVICES

Supportive services for handicapped children are defined as those itinerant or non-classroom services designed to enable less eseverely handicapped children to remain in the regular classroom for their basic educational program. An equally important function of supportive services is to provide services to more severely handicapped children who receive their basic educational program in special education classes.

Supportive services for handicapped children encompass a wide variety of functions. These functions include direct service to children, supportive service to teachers, and administrative planning and leadership support for special education programs.

Directors and Supervisors

All programs and services for the physically handicapped, mentally handicapped, and emotionally handicapped should come under the direct supervision of special education directors and supervisors.

	Acutal Number of Personnel 1969-70	Estimated Numbers of Directors and Supervisor Units 70-71	71-72	72-73	73-74	74-75	Full Service Objective
Directors	104	103	102	101	100	100	100
Supervisors	81	100	120	160	220	300	300

Curriculum Resource Consultants

The concept of the Curriculum Resource Consultant has been developed only within the last two years. Due to the newness of this position, it will be necessary to continually upgrade the training of existing curriculum resource consultants.

At the present time, it is estimated that every regional/intermediate school district and each local school district with about 20,000 enrollment should employ a curriculum resource consultant for their special education program. There are approximately 60 persons in Michigan receiving training for the role of the curriculum resource consultant. It is estimated that approximately 70 curriculum resource consultants will be needed in Michigan by 1974-75.

Teacher Counselors

Teacher counselors may be employed by local and/or intermediate districts for each area of handicap. One full-time counselor will be reimbursed for each 2,500 pupils who are enrolled as public school members in the district. Their role is to provide part-time teaching and/or counseling in order that handicapped students can succeed in their regular classes.

School Social Workers

These itinerant personnel provide counseling for children with behavioral problems. These children may be exhibiting inappropriate behavior in the perception of the referral source, whether it be a teacher, parent, outside agency, or the child himself. The degree to which the inappropriate behavior has pervaded the child's personality and the destructiveness of that behavior to society or the child himself determines the child's eligibility for the school social work program.

Speech Correctionist

The speech correctionist works with children who have difficulty communicating with others by speaking, and it is predicted that they will regress in communication if they do not receive assistance. Under present rules and regulations, speech correctionists work with children who have the following classification of speech problems:

1. Articulation problems, such as omission or substitutions of sounds;
2. Noticeable and repeated speech interruptions, e even when continuous speaking is intended or repetition of sounds, v tences;
3. Defective speech due t organs, such as cleft pa
4. Meaningless jargon or
5. Defective speech, due

Physical Therapist

Any child who has a defe joint, or who is otherwise ph the extent that a modificati program is desirable, may be a physical therapist. Childre whom prescription for physi a qualified medical specialist of the therapist to translate therapeutic activities designe mum degree of physical rest individual child.

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100	120	160	220	300	300

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1. Articulation problems, such as omission or substitutions of sounds;
2. Noticeable and repeated speech interruptions, e even when continuous speaking is intended or repetition of sounds, words, phrases, or sentences;
3. Defective speech due to malformation of speech organs, such as cleft palates;
4. Meaningless jargon or no speech at all;
5. Defective speech, due to hearing impairment.

Physical Therapist

Any child who has a defect in bone, muscle, or joint, or who is otherwise physically handicapped to the extent that a modification of the regular school program is desirable, may benefit from the services of a physical therapist. Children served are those for whom prescription for physical therapy is ordered by a a qualified medical specialist. It is the responsibility of the therapist to translate such prescription into therapeutic activities designed to achieve the maximum degree of physical restoration possible for any individual child.

Occupational Therapist

Occupational therapy is the art and science of directing man's response to selected activity to promote and maintain health, to prevent disability, to evaluate behavior and to treat or train patients with physical or psychosocial dysfunction. The functions of occupational therapy are specifically evaluative, preventive, restorative, or corrective in their application. They are administered by, or supervised by, a registered occupational therapist. The Michigan Occupational Therapy Association recognizes two other types of personnel, the Certified Occupational Therapy Assistant and the Occupational Therapy Aide.

School Diagnostician Service

R 340.923 of the General School Laws specifically uses the reference "school diagnostician for the mentally handicapped" and assigns to this role the responsibility for conducting diagnostic studies and continuous evaluation for children being considered for placement into programs for the mentally handicapped. Upon completion of a diagnostic study, the school diagnostician makes a recommendation to the local superintendent regarding the eligibility for placement of the child, and, if the child is retarded, the diagnostician continues to function as a consultant resource to parents, teachers, and administrators in meeting the child's learning and management needs.

Area Special Education Learning Center Services

A special education learning center should be established by intermediate or local districts to provide materials and equipment to special educators of a designated area. The center would provide the services of an approved resource consultant (supervisor) to assist special education personnel in the appropriate selection of materials and to provide inservice education in curriculum and practices.

The special education learning center may be established as part of an existing center or as a new service for an area. The funding for a special education learning center and curriculum resource personnel would be determined through application of the intermediate or local district to the Michigan Special Education Services Area.

Special Education-Vocational Rehabilitation Cooperative Programs

The cooperative agreements are contractual relationships between local and intermediate school districts, and the Michigan Department of Education, Vocational Rehabilitation Division. These are staffing agreements, whereby the school assigns staff to work under the technical supervision of the rehabilitation agency and the rehabilitation agency assigns its staff to work with students referred by the city school system. Through joint programming and the utilization of resources of both agencies, unique rehabilitation and education services can be provided to the adolescent to enable him to take full advantage of his high school program before he has had to face the many frustrations and failures of seeking employment for which he is neither vocationally nor physically prepared. The primary goal of the special education-vocational rehabilitation program is to aid handicapped students to use their twelve years of public education as a tool for economic self-sufficiency.

The Role of State Schools and Institutions

In the past, state schools and institutions have played an important role in the delivery of services to Michigan's handicapped children and youth. However, with the growth of special education programs and services in public schools, the roles of state schools and institutions have been changing. As more and more handicapped children and youth are served by the public schools in their home communities, the

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Cooperative Programs

Inter-, and intra-departmental cooperation is of prime concern to special educators. The many State departments, divisions, and public agencies involved with the handicapped must use joint planning to facilitate the most appropriate training, education, and long-range goals.

To this end, one area of disability (mentally handicapped) has had regional committees correlated by a State cadre of representatives from five State departments.

In addition, special funds allocated by vocational education and vocational rehabilitation have facilitated planning and programs for the handicapped through grants, workshops and other special needs projects.

Title III

The purpose of E.S.E.A. Title III is to provide funds to school districts to develop and establish innovative and exemplary programs which demonstrate solutions to critical educational needs.

The current E.S.E.A. amendments require that not less than fifteen percent of the funds allotted to each state in any fiscal year shall be used for programs designed to meet the educational needs of handicapped children.

Title I

The purpose of Title I of the Elementary and Secondary Act is to provide direct financial assistance to meet the specialized educational needs of educationally disadvantaged children. Such children can be in or out of school – in public or nonpublic schools. It is intended for the most seriously deprived children in school attendance areas where there are concentrations of children from low-income families, for children in institutions for neglected and delin quent, and for handicapped children in State institutions. Title I can provide the supplementary educational assistance and supportive services necessary so that the achievement level of handicapped children can be raised sufficiently to permit them to function successfully in our society. The priority of Title I is

to intervene in the cycle of poverty through the prevention of educational failure of children, rather than remediation, which is costly and generally ineffective.

Vocational Rehabilitation and Vocational Education

The recent amendments to the Vocational Education Act of 1963 make Federal funds now available for "vocational education for handicapped persons who, because of their handicapping condition, cannot succeed in the regular vocational education program without special educational assistance, or who require a modified vocational education program" (Public Law 90-576 of 1968).

Special Education, Vocational Education, and Vocational Rehabilitation Services have joined resources to:

1. Make maximum use of funds available to each agency;
2. Stimulate the development of new vocational training programs for the handicapped;
3. Establish a continuum of services so that special education, vocational training, and rehabilitation services enable the handicapped to make the transition from school to the world of work.

Scholarship and Grant Programs

Financial aid in the form of grants and scholarships in available to persons who are preparing to be special education teachers. This includes teachers of the blind and partially seeing, deaf, and hard of hearing, mentally retarded, emotionally disturbed, orthopedically handicapped, hospitalized and homebound, students with speech defects, and others. Limited financial assistance is also offered to persons preparing to be school social workers or school diagnosticians. Scholarships and grants for persons interested in entering the field of special education are provided under three different programs.

Act No. 155 of the Public Acts of 1966

Regular classroom teachers who wish to take a course of study in preparation toward becoming special education teachers may receive financial assistance through the program provided by Act No. 155. Grants for this purpose are awarded to school dis-

ACT NO. 155 – SCHOOL DISTRICT GRA

Academic Year	Applications	Grants Approved No.	/ Amount	Grants No.
1966-67	155	116	$ 99,954	111
1967-68	218	136	109,270	121
1968-69	164	160	102,811	146
1969-70	206	175	106,036	166
1970-71	209	147	101,739	141
TOTALS	952	734	$519,810	685

ACT NO. 156 – INDIVIDUAL SCHOLARSH

Academic Year	No. Individual Applications	Scholarships Approved No.	Amount	Scho Acc No.
1966-67	427	324	$102,985	306
1967-68	450	245	103,470	235
1968-69	387	266	101,571	250
1969-70	432	272	102,689	264
1970-71	355	147	101,866	243
TOTALS	2,051	1,354	$512,581	1,298

PUBLIC LAW 91-230 – INDIVIDUAL GRANTS

Grant Year	Fellowships No.	Amount	Traineeships No.	Amount
1967-68	15	$71,325	46	$21,090
1968-69	----	----	98	46,125
1969-70	----	----	96	44,565
1970-71	----	----	81	36,720
TOTALS	15	$71,325	321	$148,500

*Data not available

ACT NO. 155 – SCHOOL DISTRICT GRANTS

Academic Year	Applications	Grants Approved No.	Grants Approved Amount	Grants Accepted No.	Grants Accepted Amount	Average Grant
1966-67	155	116	$ 99,954	111	$ 88,619	$799
1967-68	218	136	109,270	121	84,964	702
1968-69	164	160	102,811	146	88,315	605
1969-70	206	175	106,036	166	98,425	692
1970-71	209	147	101,739	141	96,130	680
TOTALS	952	734	$519,810	685	$456,453	

ACT NO. 156 – INDIVIDUAL SCHOLARSHIPS

Academic Year	No. Individual Applications	Scholarships Approved No.	Scholarships Approved Amount	Scholarships Accepted No.	Scholarships Accepted Amount	Average Scholarships
1966-67	427	324	$102,985	306	$ 96,887	
1967-68	450	245	103,470	235	99,461	433
1968-69	387	266	101,571	250	97,995	392
1969-70	432	272	102,689	264	98,548	370
1970-71	355	147	101,866	243	99,530	409
TOTALS	2,051	1,354	$512,581	1,298	$492,421	

PUBLIC LAW 91-230 – INDIVIDUAL GRANTS

Grant Year	Fellowships No.	Fellowships Amount	Traineeships No.	Traineeships Amount	Participants in Institutes No.	Participants in Institutes Amount
1967-68	15	$71,325	46	$21,090	52	$ 4,585
1968-69	----	----	98	46,125	183	14,819
1969-70	----	----	96	44,565	356	25,020
1970-71	----	----	81	36,720	*	*
TOTALS	15	$71,325	321	$148,500	591	$43,424

*Data not available

tricts which may submit an application for a grant on behalf of teachers within the district. Only persons with a Michigan teaching certificate are eligible to apply for a grant under the provisions of this program. Persons preparing to be a school social workers and school diagnosticians are not eligible to receive a grant. The sum of $100,000 has been appropriated annually for the past four years for this program. For the 1971-72 fiscal year, $50,000 has been appropriated for the program.

Act No. 156 of the Public Acts of 1966

Scholarships are provided under this program, essentially for full-time juniors, seniors, and graduate students who are preparing to become special education teachers, school social workers, or school diagnosticians. Students with a minimum of 60 semester hours of credit are eligible to apply for a scholarship. The sum of $100,000 has been appropriated annually for the past four years for scholarships under this program. For the 1971-72 fiscal year, $50,000 has been appropriated.

Public Law 91-280, As Amended

This program provides summer session traineeships for full-time study in preparation toward becoming a special education teacher. Special study institutes are also conducted, and participation in an institute may be open to all personnel providing services for handicapped children in a school or institutional setting. Institutes are essentially operated as an inservice type of program, designed to improve the professional competency of persons actually working with handicapped children. Funds for this program are provided by the Federal government and the sum of $200,000 has been made available for 1970-71.

This Year's Achievements

–There was 10 percent increase in the number of

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This Year's Achievements

–There was 10 percent increase in the number of handicapped children served by special education programs and services in local and intermediate school districts.
–There were 462 professional special education personnel added to special education programs and services.
–Ten inservice training institutes were held for approximately 500 professional special education personnel.
–State conferences were held for 350 school social workers and 150 school diagnosticians.
–There were 553 scholarships awarded for training of special education personnel from State and Federal funds.
–Initiation of 8 innovative and exemplary programs for 12,744 handicapped children (E.S.E.A. Title III).
–Initiation of operation of programs for 586 severely multiply handicapped children through E.S.E.A. Title VI.
–Initiation of 34 specific vocational training programs For 2,506 handicapped youths.
–Comprehensive evaluation of special education programs and services in the Kalamazoo Public School District.
–Development of techniques and instruments for evaluation of special education programs and services.
–Completion of the "State Plan for the Delivery of Special Education Programs and Services".
–Completion of the Public Act 220 Survey of Handicapped Children and Youth and publication of the results of the survey.
–Beginning of the study of the diagnosis and placement of educable mentally handicapped children.
–Assisted the Citizens' Committee for Mandatory Special Education in the drafting of the Mandatory Special Education Bill (substitute House Bill 4475).
–Involvement with legislation which allows intermediate school districts to own facilities to house programs for trainable mentally handicapped children (Public Act 7, 1971).

Next Year's Goals

GOAL 1: To provide every handicapped child in Michigan with Comprehensive educational programs and services appropriate to his needs.

Objectives for Goal 1:

Objective 1.1 – To find every handicapped child in Michigan and refer him to the appropriate agency for diagnostic services.

Objective 1.2 – To assure that every child who is suspected of being handicapped receives appropriate diagnostic service which will determine his educational needs.

Objective 1.3 – To assure that educational placement of each diagnosed handicapped child in Michigan is carefully studied and prescribed by an educational planning committee.

Objective 1.4 – To assure each handicapped person in Michigan that he will have a full range of educational programs and services designed to meet his needs up to the age of 25.

GOAL 2: To insure quality educational programs and services for all handicapped children in Michigan.

Objectives for Goal 2:

Objective 2.1 – To insure a sufficient number of well-trained professional personnel needed to provide special education programs and services.

Objective 2.2 – To assure that special education programs and services are operated in appropriate facilities with the necessary and appropriate equipment and supplies.

Objective 2.3 – To assure that the curriculum of all special education programs and services is relevant to the needs of the handicapped persons they serve.

Objective 2.4 – To assure that an adequate supply of well-trained, experienced, and knowledgeable special education leadership personnel are available at the state, intermediate, and local levels.

Objective 2.5 – To assure that every handicapped person in Michigan is successfully integrated into his school and community to the degree appropriate to each person's needs.

Objective 2.6 – To develop the instruments and methods by which to evaluate special education programs and services.

GOAL 3: To establish an organizational structure to insure the delivery of special education programs and services to the handicapped children of Michigan.

Objectives for Goal 3:

Objective 3.1 – To establish accountability for the delivery of special education programs and services.

Objective 3.2 – To revise the rules and regulations governing special education programs and services to facilitate the delivery of these programs and services to the handicapped children of Michigan.

Objective 3.3 – To recommend the complete and specific revision of the Michigan School Laws relating to the delivery of special education programs and services.

Objective 3.4 – To modify the role of staff of the Michigan Department of Education in facilitating the delivery of special education programs and services to the handicapped children in Michigan.

GOAL 4: To increase the understanding and acceptance of handicapped persons within the educational profession and with the general public.

Objective for Goal 4:

Objective 4.1 – To establish a formal communication network with special education personnel in Michigan.

Objective 4.2 – To increase the knowledge and understanding of handicapped persons among all educators in Michigan.

Objective 4.3 – To establish formal communication contacts between the Michigan Department of Education and parent organizations. (One of the major forces behind the growth of special education programs and services has been support of organizations composed of parents of handicapped children.)

Objective 4.4 – To increase the knowledge of the general public about special education programs and services for handicapped children.